

Queen Elizabeth's School SEND Information Report: September 2026/27

Please note that this report should be read in conjunction with the School's SEND Policy, Exam Access Arrangement Policy, Medical Policy, Accessibility Policy & Equal Opportunities Policy.

Key Contacts.

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What are the main additional needs at Queen Elizabeth's school?

Queen Elizabeth's school has a wide range of needs which fit within the four broad areas of need, as identified in the DfE Code of Practice (2014). Our highest area of need is Cognition and Learning, due to students identified as being dyslexic. Language and Communication is our second highest level of need with a high number of students being diagnosed with Autism as well as Speech and Language difficulties. As per national trend, we are noting a significant increase in Social, Emotional and Mental Health (SEMH) concerns, including those students with ADHD.

As identifying students with SEND is fluid and not static, as of September 2026, Queen Elizabeth School has thirty-nine students with an Educational Health Care Plan (EHCP) and two hundred and thirteen students identified as SEN support (K).

The percentage of students within Queen Elizabeth's school that have SEN compared to the national average, suggests that Queen Elizabeth's school is below the national average for EHC plans and in line with national average for SEN support (K).

How are SEND students and disabled students admitted to Queen Elizabeth's School?

Students with additional needs will apply to Queen Elizabeth's school in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during their Phase Transfer Annual Review in Year 8 or summer term of Year 7, with guidance from Dorset and BCP SEND teams. A consultation with Queen Elizabeth's school will take place, based on paperwork provided to the school.

Queen Elizabeth's is open to discussion with parents, young people and professionals involved prior to making the decision on placement. This helps all stakeholders to ensure that Queen Elizabeth's is the most suitable environment and offers the most appropriate provision for the young person to succeed and meet their potential.

Queen Elizabeth's offers a range of existing facilities to support disabled students, including accessible toilets on each floor, lift access to all floors and a physio bed for Occupational Therapy. This is in addition to the first aid room and the inclusion room (Regulation). Queen Elizabeth's school prides itself on being an inclusive setting where students feel safe and thrive to meet their potential. We welcome honest dialogue with parents and students with medical needs who wish to potentially attend Queen Elizabeth's school.

How are additional needs identified at Queen Elizabeth's School?

At Queen Elizabeth's school we monitor the progress of all our students to identify those at risk of underachieving. Historical data from the student's previous school, parental concerns and concerns raised by the pupil themselves, are supported by a range of methods to identify possible underlying needs.

Historical data shared with the school will always be explored during transition meetings prior to the student starting with us. Individual SEND folders will be requested and passed onto the Inclusion - SEND department.

The SENDCo encourages the parents to observe and discuss with the school their knowledge of their child's learning styles. Often for Communication and Language needs, parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further.

Students are also able to make appointments with the SENDCo to discuss their concerns in regards to school. These discussions will focus on a range of issues, which require strong communication between the SEND department and the classroom teacher. Pastoral staff, as well as teachers, have a referral system to request support from the SENDCo when strategies that have been used in the classroom for a significant period are not impacting on the students progress or their independent learning.

As part of the investigative process to determine whether a student has additional needs, Queen Elizabeth's school will review a range of data to gain a holistic understanding of the student, this includes academic progress, attendance, behaviour incidents and social interactions. We provide testing via our link qualified psychometric Exam Assessor, to build up a greater picture of the student's cognitive profile. Testing can include Dyslexia Screening, reading and spelling ages, writing speeds and processing speeds. As an educational setting, we are not able to diagnose neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete an external referral for further specialist investigations. The following agencies can be referred to: Community Paediatrician, CAMHS, the Hearing Support Service, the Vision Support Service and Speech and Language service. We also support families who take the decision to follow the Right to Choose pathway as their chosen route for support.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identifying as SEND. The SEND team shares all key findings whether from internal or specialist external reports to student's classroom teachers by students' electronic records, the inclusion register and email communication.

What provision can Queen Elizabeth's School offer students with SEND?

Queen Elizabeth's school prides itself on making sure that all students have access to a broad and balanced curriculum. Provision and support for students is identified in three differing waves, wave one (universal) wave two (group) and wave three (small group). This provision is determined by the individual student's needs and progress. In most cases the students will receive universal and group wave support before being placed with any small group intervention, as per guidance from the Code of Practice and the graduated response approach.

Queen Elizabeth's School follows the latest research into effective SEND support from the EEF which states that quality subject specialist teaching is the most effective support strategy. With this research, the majority of our SEND students attend all of their timetabled lessons. Our training and expectations from classroom teachers ensures that all teachers are aware of student's individual needs. Using Rosenshine's Principles of Instruction, as developed graphically into the Walkthru's series, thoroughly researched and proven pedagogical strategy works in harmony with supporting students with SEND. We do not support pupils within the classroom with additional adults present, preferring to support students in a lower ratio of staff to students in specific intervention sessions, to support independence and preparation for adulthood. Therefore, students can expect to be supported by a wide range of assistive technologies and ways for learning in the classroom, to help access the curriculum and evidence their knowledge and understanding.

We have a set of timed interventions that are run by specialist staff and mentors. These programs include ELSA, English, Mathematics and Science support, Reading Support, Assistive Technology, EAA Mentoring, and supported Social Activities. Whether a student is identified as having SEND or an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review cycle.

How are students with SEND assessed, with regards to their provision and how is further provision determined?

Through the collection of data, teacher monitoring and parental meetings, the SENDCo and Head of Faculty/ Department identify students who are not necessarily making progress. This information is gained through a predetermined time frame to ensure efficient time to embed new skills and knowledge. Formal assessments are used to identify potential requirements for further testing and support.

Students, parents/carers, the SEND team, pastoral staff and classroom teachers are all required to provide their input into a student's review to gain a full understanding of a student's provision and progress.

When there is potentially a lack of progress after the classroom teacher / Head of Year has used various first quality teaching strategies and resources, students will be discussed with the SENDCo. Further assessments may be carried out and interventions given, to support the student in making progress. Wave two intervention is discussed with the student and parents and admission onto the SEND register is made. Specialist advice may also be sought to assess whether any further recommendations need to be implemented for the student. Progression onto Wave three is considered when Educational Psychology has supported and explored the student's needs. Parental support, student engagement and significant provision needs to be delivered daily, for a student to be acknowledged at needing wave three.

Students are also able to be removed from the SEN register when progress has been made and interventions are no longer needed. This information is communicated with the student and parents, their success celebrated.

The SEND register is reviewed throughout the year. The following codes are used on the SEND register:

- K for pupils receiving SEN and EAA support, accessing assistive technology and interventions such as mentoring, small group support and ELSA.
- K+ for pupils receiving SEN support where outside agencies are/have been working with the student, the student is actively engaging with interventions and programs to support their academic progress and independence.
- E for students with an Education Health Care plan
- N is for monitoring the student to determine a move on or off the SEN register.

All teachers and support staff have access to the data on Arbor as well as access to Provision Map to explore the provision being provided to each pupil.

What training do staff undertake at Queen Elizabeth's School to support students with SEND?

Continual Professional Development and staff commitment to learning, is a strong characteristic at Queen Elizabeth's School. SEN Team staff are included and invited to all CPD that is delivered within school, on the INSET days that are advertised, as well as sessions led by external agencies such as Vision and Hearing impairment and outreach services.

The SEN Team has weekly briefings with the SENDCo/ Deputy SENDCo and there is a whole school teaching and learning briefing led by members of the school teaching team, to share best practice every Wednesday, with supporting tutor and departmental meetings held bi-weekly. Information is shared, good practice and processes discussed plus individual students who are experiencing challenges.

Underpinning this work, in the last year all staff and SEN team members have attended training events on:

- Rosenshine
- Walkthrus
- Curriculum mapping - ways in for SEN students
- Reading and retrieval
- Prevent
- SPACE training - LGBTQ+
- MYTIME Young Carers
- Behaviour and relationships

- Peer on Peer abuse
- Assistive technology - how to support the student to become independent
- Know your students and the use of mini-whiteboards
- Provision Map
- Supporting pupils with ADHD

Additionally, all SEN team members have attended training on:

- Supporting students through bereavement
- ELSA training and supervision
- Supporting students with hearing impairments
- Supporting students with Non Epileptic Attack Disorder
- Examination Access Arrangement and invigilation

The SEN Team are also encouraged by the SENDCo to explore areas of interest through academic reading, forums and professional association membership.

How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?

Through our Core Values of Hope, Respect, Resilience and Community we actively encourage all of our students to enjoy and take part in extracurricular activities. Through the QE Family, students experience and provide a sense of belonging and the importance of community. SEND students are represented across the school, in the wide variety of clubs, groups and organisations such as:

- QE family - Post 16
- Student Voice (Yr9 - Yr13)
- All aspects of musical theatre - Legally Blonde The Musical 2026 (Les Miserables coming Feb. 27)
- Dance
- LGBTQ+ Safe Space
- Art Exhibitions
- Music in the Community
- Football teams
- Rugby
- Hockey
- Cross Country
- Cricket
- Athletics
- Duke of Edinburgh
- Chess Club
- Visit to Bournemouth University
- BAMM - Music school

We aim to remove any barrier that would limit students from being able to attend and participate in events. We support by creating adjustments and providing extra provision for students to participate in events, with further risk assessments, extra staff and flexibility. We are an inclusive school and through our Core Values of Hope, Respect, Resilience and Community we encourage engagement with any extra curricular activities by ALL students.

What Social, Emotional and Mental Health (SEMH) provision is there at Queen Elizabeth's School?

As SEMH has risen as a need across the school, Queen Elizabeth's School has introduced a plethora of support personnel and opportunities for students to receive guidance for their mental health. Within the school, we are lucky to be supported by three chaplain youth workers, one of whom works closely with many of our feeder schools to provide continuity of support for pupils.

We have two ELSA specialists and other SEMH support staff that work across a range of provisions such as 'Rise and Shine Breakfast Club' to pastoral mentoring and workshops that are overseen by Dorset EP provision. We operate a wave approach to wellbeing, which begins with an increased pastoral support leading up to further support from external agencies, where required. Mindfulness, Theory of Mind and CBT are tools we use to promote self regulation. We frequently seek advice and support from specialist professionals such as Educational Psychologists and CAMHS therapists, on interventions and individual students. Previously Queen Elizabeth's school has taken part in a pilot program during 2022-2023 which focuses on Emotional Behaviour School Avoidance (EBSA) which is led by Dorset EP service. Since this program, the QE Inclusion Lead, alongside a Dorset Educational Psychologist have created an EBSA support program run in school for students who struggle with resilience to overcome attendance habits. Further staff in school have been trained in supporting pupils with EBSA.

We also include our parents when it comes to supporting the students' wellbeing. We have held coffee mornings with the support of Dorset Mind, to discuss and sign post parents to appropriate support within the community for their child. Students and parents have received exam anxiety resources by intouch, prior to mock examinations to support students at home.

How are parents and students included in the decision making process?

A personal approach welcomes all students and parents into the process where decisions are made about SEN provision. We are proud of our open communication and easy access to parental and student meetings that inform an inclusive approach within our Academy Trust. We support and encourage a wide range of communication methods, be that emails, online meetings or face to face meetings held in school or another preferred venue.

How are transition periods managed at Queen Elizabeth's School?

Transitions are planned and supported at both entry and exit to the school. Through pastoral meetings and visits, by staff and students, we begin to build a trusting relationship with our incoming students plus feeder school / colleges. Parents and their children are openly encouraged to visit the school at the key transition dates prior to starting the academic year.

Private appointments to view the school in action during the day are encouraged, enabling prospective students to meet key staff, ask questions that are relevant to them and to fully understand how QE school can support and challenge their children. Students can also request to receive a visual timetable prior to the start of the academic year, to enable an informed transition. Follow up meetings are offered to parents after the initial transition, to welcome and establish new working relationships.

How is the provision and support of students with SEND evaluated at Queen Elizabeth's School?

Student success at Queen Elizabeth's school is measured using a range of key performances which are frequently reviewed and acted upon. Together with academic progress and positive contributions/experiences of students within the school, we aim to ensure that students are included and happy with their school experience.

We aim to reduce any gaps between students with SEND and those who do not, this includes reviewing

academic progress, attendance, behavioural data and attendance to extra-curricular opportunities. Through the student voice and parental contributions, we identify the student experience and review the provision employed to support the student. We work hard to challenge our students, fostering ambition and high expectations of themselves and their future.

How can parents make a complaint about SEN provision within Queen Elizabeth's school?

Queen Elizabeth's School has a complaint procedure and this will be followed for any SEND complaint. Parents are encouraged to discuss any concerns initially with the Tutor and /or Head of Year. This query can then be discussed and resolved with the SENDCo or Inclusion Lead.

If the parent does not feel that the matter has been resolved satisfactorily, they will need to follow the Complaints Procedure for Queen Elizabeth's Upper School.

What do our parents say about SEND at Queen Elizabeth's Upper School?

I can honestly not thank Mrs Hansell, Dotty the dog and the team in the Hub enough.

I watched [my daughter] grow in confidence and regain her self-esteem through the time and care they took with her, as they nurtured her through her mocks and then exams.

In September, [she] is joining Brockenhurst College to do her A-levels. She is a brighter, happier girl, thanks to the dedicated care and support Mrs Wood and her team have given her over the last academic year, and I am so incredibly grateful.

A Year 11 parent, July 2025

[My child] has managed 100% attendance, which was unthinkable at the end of last term. This is entirely down to the measures that have been taken to ensure the factors that cause the distress she experiences within the "typical" school environment have been minimised within the provision. [She] seems more confident in her skills and abilities and seems more willing to engage positively with her teachers and peers and to contribute in lessons. It has been significantly easier to manage [her] getting up and ready for school on time as she is not in a state of heightened anxiety.

A Year 11 parent, July 2026

The support our son has received throughout his first year has been incredibly helpful and has made a real difference to his confidence and wellbeing. From home visits and hourly school visits to one-to-one interventions, the support he has received has been tailored to his individual needs. Over time, this has helped our son gradually rebuild his confidence and feel comfortable returning to school and participating in lessons. The SEND team has worked extremely hard to understand our son as an individual, taking the time to learn about his likes and dislikes, identify where he feels most comfortable within his learning environment, and find the best ways to support and encourage him. Their patience, understanding and continued encouragement have played a huge part in helping him take those important steps back into the classroom, and we are extremely grateful for all the support they have given him.

A Year 9 parent, August 2026

I would like to express my sincere gratitude to the SEND team at Queen Elizabeth School for the exceptional support they have provided to my daughter and our family during an incredibly challenging period. Over the past three years, my daughter has experienced a significant mental health crisis. As her difficulties became more apparent, it was eventually identified that there was more underlying her struggles, leading to a diagnosis of autism. Throughout this journey, the level of support, understanding and commitment shown by the SEND team has been invaluable. Ensuring my daughter's safety required considerable planning, monitoring and management both inside and outside of school. The SEND team worked tirelessly to put appropriate support in place, adapting her learning environment and educational expectations so that she

could continue to attend school as consistently as possible whilst meeting her individual needs. Her presentation required everyone involved to respond quickly and adapt support arrangements at short notice. Throughout these fluctuations, the SEND team remained flexible, understanding and responsive, continually adjusting their approach to ensure that my daughter felt safe, supported and able to access education to the best of her ability.

Through building trusting relationships with her, staff were able to create safe spaces where she felt understood and supported. Knowing there were members of staff she could turn to when things became overwhelming made an enormous difference. The patience, compassion and consistency shown by the SEND team helped her feel safer within the school environment and enabled her to engage in education when otherwise she may not have been able to do so.

One of the aspects I appreciated most was the team's commitment to working in partnership with me as a parent. Open and effective communication was essential during this time, and the team consistently ensured that information flowed between home and school. Whether through email, telephone calls, meetings or informal check-ins, they were always responsive, approachable and willing to listen.

The flexibility shown by staff, their willingness to make adjustments, and their understanding of the challenges associated with both autism and mental health difficulties made a significant difference to my daughter's educational experience and wellbeing. At times when we felt overwhelmed, it was reassuring to know that there was a team committed to supporting her and helping her remain engaged in education.

The empathy, professionalism and dedication demonstrated by the SEND team have had a profoundly positive impact on my daughter's journey. Their support has not only helped my daughter continue her education during an exceptionally difficult time, but has also helped our family feel understood, listened to and supported when we needed it most.

Thank you for everything you have done to enable my daughter to continue on her educational journey and for the genuine care and kindness you have shown throughout. It has made a lasting difference to her life and to our family.

A Year 11 parent, August 26